Ranah Research
Journal of Multidisciplinary Research and Development
E-ISSN: 2655-0865
DINASTI RESEARCH
082170743613 ranahresearch@gmail.com https://jurnal.ranahresearch.com

DOI: https://doi.org/10.38035/rrj.v7i3

The Influence of Principal Leadership and Teacher Personality Competence on Student Learning Motivation in State Junior High Schools in Meureubo District, West Aceh Regency

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Abstract: This study aims to identify how influential the principal's leadership and teacher's personality competency are on the learning motivation of students at State Junior High Schools in Meureubo District, Aceh Besar Regency. This study uses a quantitative approach with a correlation research type because it wants to see the cause and effect or influence between variables, namely the influence of principal leadership, teacher's personality competency on student learning motivation. Based on the results of the analysis and identification that have been carried out, it is proven that the principal's leadership and teacher's personality competency have a significant effect on the learning motivation of students at State Junior High Schools in Meureubo District, Aceh Besar Regency, as evidenced by the R Square value of 38.8%.

Keywords: Principal Leadership, Teacher Personality Competence, Learning Motivation.

INTRODUCTION

Efforts to improve the quality of education in achieving the vision, mission and objectives have been attempted and implemented for a long time. However, with the existing reality, although efforts have been made to improve the quality of education, various indicators show that the quality of education has not increased significantly. Concerning the quality of education, it is natural that it cannot be separated from several supporting factors such as the principal, teachers, students, curriculum, laboratory textbooks, teaching methodology, laws and regulations in the field of education, and various inputs and other process conditions.

Considering how important education is for the life of the nation, especially for the nation's successors. In this case, the leadership of the principal and teachers will be very influential or take more part in the learning process (Saenong, 2022). Therefore, it is very important how the principal's performance and the teacher's performance in teaching are able to increase students' learning motivation which will lead to students' learning achievement (Nopransyah et al., 2022).

The principal's leadership factor can influence student learning motivation, because a principal is essentially a planner, organizer, leader and controller. Leadership in an organization is very necessary, because the organization is a tool to achieve organizational goals (Julianto & Carnarez, 2021). With good principal leadership, it is hoped that it will be a driving force for teachers to continue to increase their work motivation so that it is hoped that student learning productivity will increase (Akmaluddin et al., 2020).

Another factor that can also influence student learning motivation is the competence possessed by the teacher. Based on Law Number 14 of 2005 concerning Teachers and Lecturers, Article 10 paragraph (1), teacher competence includes "pedagogical competence, personality competence, social competence, and professional competence". These competences must be mastered by teachers. Personality competence is the ability of a steady, stable, mature, wise, and authoritative personality, being a role model for students and having noble morals. Furthermor (Basri & Akmaluddin, 2020) defines that: "a professional teacher is a person who has special abilities and expertise in the field of teaching so that he is able to carry out his duties and functions as a teacher with maximum ability."

Based on observations and discussions with fellow teachers who teach in several Junior High Schools in Meureubo District, West Aceh Regency, they admitted that most of their students' learning motivation is still low, so that it is reflected in the average score of the exam results of some students who have not achieved the completion set by the school. Even some teachers admit that most of their students are still less aware of how important education is for their future lives.

The results of initial observations in several Junior High Schools in Meureubo District, researchers also found facts about low student learning motivation, such as some students making noise in class when the teacher explains the lesson, sleeping in class, being lazy to take notes on the lessons delivered and so on. The low learning motivation of Junior High School students in Meureubo District, West Aceh Regency is thought to be influenced by many factors that can affect student learning motivation. These factors include the leadership of the principal and the personality competence of teachers.

Based on the existing phenomenon, it raises a concern that not only comes from academics, but also lay people comment on the irregularities of education and existing teaching staff. This fact inspires researchers to conduct further studies. Another problem is that teachers only understand the instructions as a formality to meet the demands of administrative needs. So that the teacher's personality competence in this case becomes the main priority.

There are several problems identified as something that influences students' learning motivation in Junior High Schools in Meureubo District, West Aceh Regency, namely a steady, stable, mature, wise, and authoritative personality, becoming a role model for their students. This is related to the lack of teacher personality competence in shaping students' psyche to be motivated in learning. Not only that, the appearance and attitude of teachers when teaching are still less interesting in motivating students to follow the learning process. This is also related to the lack of teacher personality competence. This shows that teacher competence has an impact on learning motivation in Junior High Schools in Meureubo District, West Aceh Regency.

The existence of a relationship between the variables of principal leadership and teacher competence on student learning motivation has been proven by several previous studies, such as the study (Husni et al., 2022) shows that the principal's leadership has a positive and significant influence on students' learning motivation. However, this is different from the study (Akmaluddin et al., 2023) which shows that there is no positive relationship between principal leadership and student learning motivation.

Study (Bosco et al., 2022) shows that there is a relationship between teacher personality competence and student learning motivation. Even research (Furi et al., 2023; Sulaki & Noor, 2018; Wahyudi, 2024) shows that there is a positive and significant influence of teacher

personality competence on student learning motivation. This is different from the results of the study (Ximenes et al., 2024) which shows that teacher personality competence also does not have a significant influence on student character, including student learning motivation.

The existence of various differences in the results of previous studies, it is urgent for researchers to see the relationship between the variables of principal leadership and teacher personality competence with student learning motivation by taking a different object, namely students of State Junior High Schools in Meureubo District, West Aceh. This study is something new considering that researchers have not found previous studies that look at the influence of the variables of principal leadership and teacher personality competence together with student learning motivation.

METHOD

This research uses a quantitative approach which according to Creswell in (Zaini et al., 2023) put forward Quantitative research is an investigation of social problems based on testing a theory consisting of variables, measured by numbers, and analyzed by statistical procedures to determine whether the predictive generalization of the theory is correct. This type of research uses the correlation research method. According to (Abdullah et al., 2022) The correlational method is a method for detecting the extent to which variations in a factor are related to variations in one or more other factors based on the correlation coefficient.

This study uses a quantitative approach with a correlation research type because it wants to see the cause and effect or influence between variables, namely the influence of principal leadership, teacher personality competence on student learning motivation.

This research was conducted in Junior High Schools in Meureubo District, West Aceh Regency, precisely in three schools, namely State Junior High School 1 Meureubo, State Junior High School 2 Meureubo and State Junior High School 5 Meureubo. The reason the researcher conducted the study in these three schools was because the results of initial observations showed that most students lacked learning motivation, such as when studying, students were sleepy, went in and out of class, made noise in class, were lazy to take notes and so on. This was exacerbated by several teachers who were still lacking in terms of competence, especially in terms of personality. This also made some teachers constrained in teaching which would affect the learning motivation of students in Junior High Schools in Meureubo District, West Aceh Regency.

The following are samples in this study:

Table 1. Research Sample

No	School name	Number of Students
1	Meureubo 1 State Junior High School	4
2	Meureubo 2 State Junior High School	30
3	State Junior High School 5 Meureubo	13
	Total	47

Sampling in this study used the total sampling technique. According to (Sugiyono, 2019) Total sampling is a sampling technique where the sample size is the same as the population. The reason for taking total sampling is because according to (Sugiyono, 2019) population number less than 100, the entire population is used as a research sample. So, the number of samples in this study is 47 people.

Data collection techniques in this study are through questionnaires and documentation. With research procedures in the preparation stage, field work stage and drawing conclusions. Data analysis in this study through validity tests, reliability tests, classical assumption tests, multiple linear regression tests, hypothesis tests in the form of t tests and f tests.

In order to facilitate the research, it is necessary for the author to create a framework or flow of thought, so that the intent and purpose of this research is clearly visible.

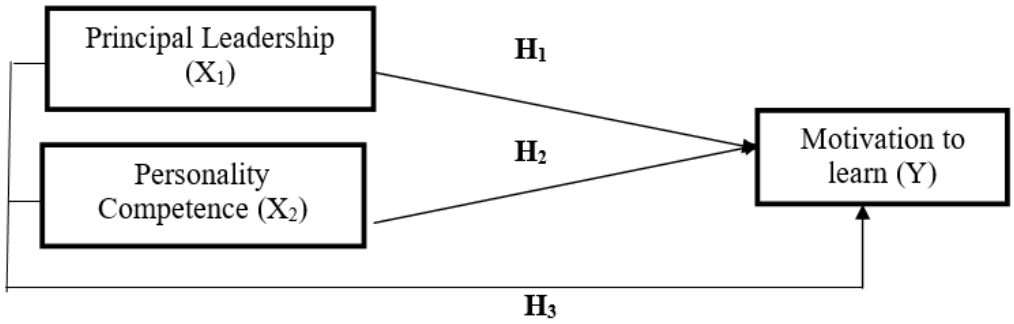

Figure 1. Framework of Thought

RESULTS AND DISCUSSION

This research was conducted in 3 State Junior High Schools in Meureubo District, West Aceh Regency. The schools used as research locations were State Junior High School 1 Meureubo, State Junior High School 2 Meureubo and State Junior High School 5 Meureubo. After the questionnaire was declared valid and reliable, the questionnaire was suitable for use in the study. Furthermore, the researcher distributed questionnaires to be filled out by respondents. After distributing the questionnaires, the researcher analyzed the data through the tests needed to obtain valid research results. The following is a summary of the analysis results in this study:

Classical Assumption Test

Normality Test

Normality test is one part of the data analysis requirements test or classical assumption test, meaning that before we conduct statistical analysis for hypothesis testing in this case is regression analysis, the research data must be tested for normal distribution. Of course we also know that good data is data that is normally distributed. The basis for decision making in the KS normality test; If the significance value (Sig.) Is greater than 0.05 then the research data is normally distributed; Conversely, if the significance value (Sig.) Is less than 0.05 then the research data is not normally distributed.

Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		47
Normal Parametersa,b	Mean	.0000000
	Std. Deviation	4.87803481
Most Extreme Differences	Absolute	.081
	Positive	.069
	Negative	-.081
Test Statistics		.081
Asymp. Sig. (2-tailed)		.200c,d

Source: Data Processed by SPSS, 26.

Based on the SPSS output table, it is known that the significance value of the product quality variable Asymp.Sig (2-tailed) of 0.200 is greater than 0.05. So according to the basis for decision making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data is normally distributed.

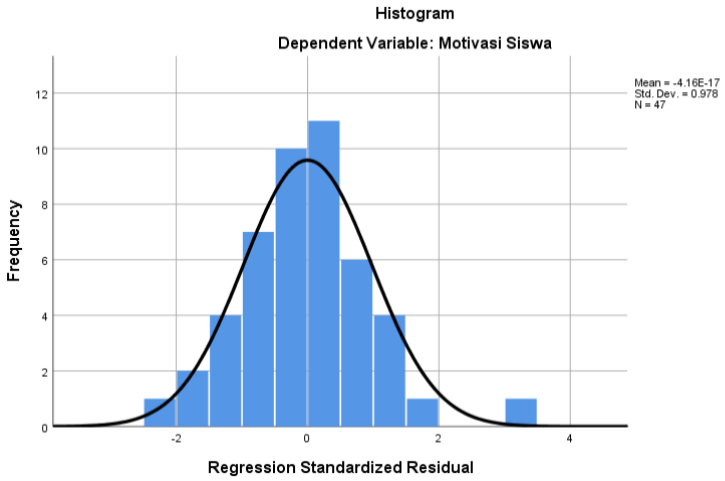

Figure 1. Histogram of Normality Test

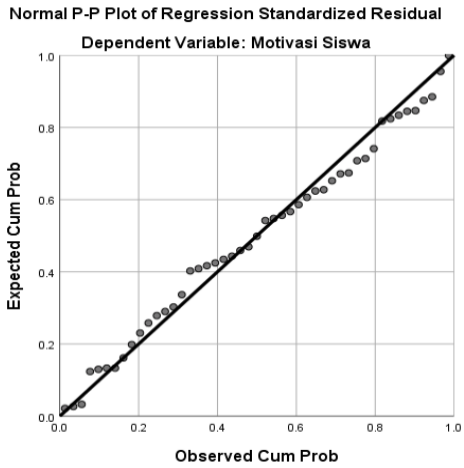

Figure 2. Normal PP Plot

In the normal plot image (Figure 1 and 2), the dots are seen spreading around the diagonal line and following the direction of the diagonal line. By looking at the appearance of the normal plot image, it can be concluded that the normal plot image provides a normal distribution pattern. Based on the classical assumption test, it can be explained that the data used in the study meets all classical assumptions, so that the multiple linear regression model in this study is feasible to use.

Multicollinearity Test

Multicollinearity test is part of the classical assumption test (normality and heteroscedasticity) in multiple linear regression analysis. The purpose of conducting a multicollinearity test in research is to test whether a correlation (strong relationship) is found in the regression model between independent variables. A good regression model should not have a correlation between independent variables or should not show symptoms of multicollinearity.

To detect the presence or absence of multicollinearity symptoms in the regression model, it can be done in several ways, namely; Looking at the correlation value between independent variables; Looking at the condition index and eigenvalue values; Looking at the tolerance and variance inflating factor (VIF) values. On this occasion, we will practice how to conduct a multicollinearity test by looking at the tolerance and VIF values using the SPSS program.

Basis for Decision Making in Multicollinearity Test (Tolerance and VIF) as we know, every statistical test that is conducted must have a basis for decision making. The basis for

decision making in multicollinearity tests with Tolerance and VIF are as follows; If the VIF value <10, it means that there is no multicollinearity in the regression model; If the VIF value >10, it means that there is multicollinearity in the regression model.

Table 3. Multicollinearity Test

Coefficientsa

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Principal Leadership	.994	1,006
	Personality Competence	.994	1,006

a. Dependent Variable: Student Motivation

Source: Data Processed by SPSS, 26.

Decision making in this multicollinearity test can be done by looking at the Tolerance and VIF values. Based on the "Coefficients" output table in the "Collinearity Statistics" section, it is known that the Tolerance value for variable (X1) is 0.994 and variable (X2) is 0.994, which is greater than 0.10. Meanwhile, the VIF value for variable (X1) is 1.006 and variable (X2) is also 1.006, which is less than 10. So, referring to the basis for decision making in the multicollinearity test, it can be concluded that there are no symptoms of multicollinearity in the regression model.

Heteroscedasticity Test

The heteroscedasticity test is conducted to determine whether in a regression model there are similarities or differences in the variance of the residuals between one observation and another. If the residual variance between observations remains constant, it is called homoscedasticity, while if it is different, it is called heteroscedasticity. A good regression model is one that meets the assumption of homoscedasticity.

Detection of the presence or absence of heteroscedasticity can be done by looking at the pattern on the scatterplot graph. If there is a certain pattern, then this indicates the occurrence of heteroscedasticity. Conversely, if there is no clear pattern and the points are spread above and below the number 0 on the Y axis, then it can be concluded that there is no heteroscedasticity (Ghozali, 2016).

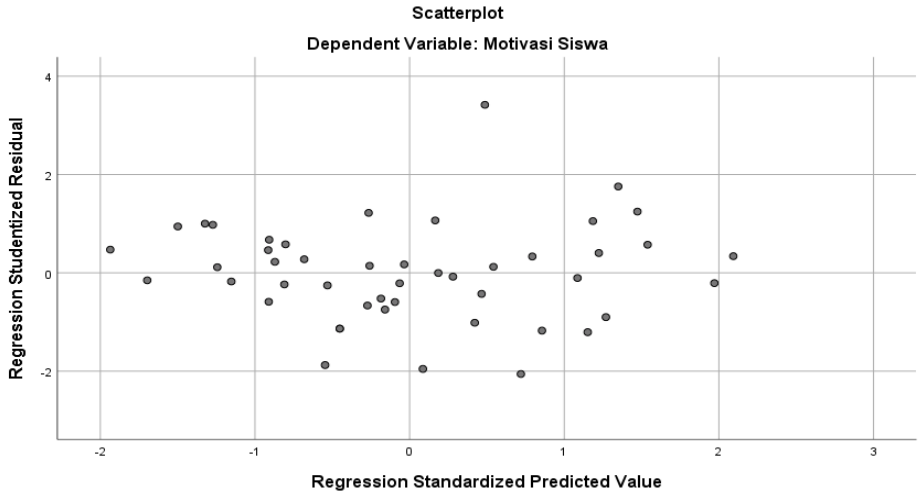

Figure 3. Scatterplot of Heteroscedasticity Test

From the image above, it can be seen that the results of the heteroscedasticity test using scatterplot have met the requirements for homoscedasticity. This is because in the scatterplot graph, the points do not form a certain pattern and are irregular. Therefore, it can be concluded

that there is no heteroscedasticity problem or the regression model is free from heteroscedasticity problems.

Multiple Linear Regression Analysis

Based on the data inputted into SPSS with a multiple linear regression analysis model, the results are obtained in table 2.

Table 4. Multiple Linear Regression Analysis

Coefficientsa

Model		Ulnstandardizeld Coelfficielnts		Standardized Coelfficielnts
		B	Std. Elrror	Belt
1	(Constant)	15,888	4.715	
	Principal Leadership	.267	.057	.551
	Personality Competence	.184	.065	.336

a. Dependent Variable: Student Motivation

Source: Data processed by SPSS, 26.

The "Unstandardized Coefficients B" table presents information on the relationship between the variables of principal leadership and personality competence with the variable of student learning motivation. Specifically, the equation of multiple regression analysis in this study is as follows:

Y = a + b1X1 + b2X2 + e

Y = 15.888 + 0.267X1 + 0.184X2

Based on the multiple regression equation above, it can be interpreted that; The regression coefficient for X1 (b1) is 0.267 or 26.7% which is positive. This means that if the principal's leadership increases by 1 unit, student learning motivation will also increase by 0.267 units; The regression coefficient for X2 (b2) is 0.184 or 18.4% which is also positive. This means that if the teacher's personality competence increases by 1 unit, student learning motivation will also increase by 0.184 units.

Hypothesis Testing

Partial Hypothesis Testing (T-Test)

The t-test aims to determine whether the independent variable (X) or independent variable (X) partially affects the dependent variable (Y) or dependent variable (Y). If the t-count value (> t-table), then the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted, meaning that the independent variable affects the dependent variable. If the t-count value (< t-table), then the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected, meaning that the independent variable does not affect the dependent variable.

Table 5. T-test

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	15,888	4.715		3,370	.002
	Principal Leadership	.267	.057	.551	4.654	.000
	Personality Competence	.184	.065	.336	2,839	.007

a. Dependent Variable: Student Motivation

Source: Data Processed by SPSS, 26.

Based on the t-count value in table 3, the test rule can be carried out with the t-table value, α = 0.05 and n = 47, one-sided test d (k) = n - k - 1 = 47 - 3 - 1 = 43, so that the t-table

value = 1.680 is obtained and the results can be concluded that the t-count value of the principal's leadership variable (X1) is 4.654 with a t-table of 1.680 indicating that the t-count> t-table (4.654> 1.680), with a significant value (0.000 <0.05) so that it can be interpreted that the principal's leadership variable (X1) has a positive and significant effect on student motivation (Y) in Junior High Schools throughout Meureubo District, West Aceh Regency.

The t-value of the personality competency variable (X2) is 2.839 with a t-table of 1.680 indicating that the t-value > t-table (2.839 > 1.680), with a significant value (0.007 < 0.05) so that it can be interpreted that the personality competency variable (X2) has a positive and significant effect on student motivation (Y) in Junior High Schools throughout Meureubo District, West Aceh Regency.

Partial Hypothesis Testing (T-Test)

The basis for drawing conclusions in the F test is that there are variables that use different levels or guidelines to determine whether the hypothesis can be accepted or rejected in the F test. The first step is to compare the significant value (Sig.) or the probability value of the Anova output results. The second step is to compare the calculated F value with the F-table value.

In this study, the F test was conducted with the help of SPSS version 26 with a significance level of 5% or 0.05. With a significance level of more than 0.05, df (N) = n - k - 1 = 47 - 3 - 1 = 44, where k is the number of variables and n is the number of samples, it can be concluded that the F-table value in this study is 2.58. The results of the F test can be seen in Table 4.

Table 6. F Test

Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	693,250	2	346,625	13,934	.000b
	Residual	1094,580	44	24,877		
	Total	1787.830	46			

a. Dependent Variable: Student Motivation

b. Predictors: (Constant), Personality Competence, Principal Leadership

Source: Data Processed by SPSS, 26.

Based on Table 4. it can be concluded that the F-count value is greater than the F-table value, meaning that F-count 13.934> 2.58 and the probability of significance is 0.000 <0.05, then the hypothesis is accepted and it can be concluded that the variables of principal leadership and teacher personality competence have a positive and significant effect on student learning motivation in Junior High Schools in Meureubo District, West Aceh. Thus, the requirements for interpreting the coefficient of determination in multiple linear regression analysis have been met.

Determination Coefficient Analysis

The calculation of the coefficient of determination value is often interpreted as how much the independent variable is able to explain the variance of the dependent variable or to state the magnitude of the contribution of variable X to variable Y. The coefficient of determination (R Square or R squared) or symbolized by "R2" which means the contribution of the influence given by the independent variable or independent variable (X) to the dependent variable or dependent variable (Y), or in other words, the value of the coefficient of determination or R Square is useful for predicting and seeing how much contribution the influence given by variable X to variable Y.

Table 7. Coefficient of Determination

Model Summaryb				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.623a	.388	.360	4.988

a. Predictors: (Constant), Personality Competence, Principal Leadership

b. Dependent Variable: Student Motivation

Source: Data Processed by SPSS, 26.

Based on the SPSS output table "Model Summary" above, it is known that the coefficient of determination or R is 0.623, while the R Square value is 0.388. The magnitude of the coefficient of determination (R^2) is 0.388 or equal to 38.8%. This figure means that the variables of principal leadership and teacher personality competence by 38.8% influence the variable of student motivation in Junior High Schools in Meureubo District, West Aceh Regency. While the rest (100% - 38.8% = 61.2%) is influenced by other variables outside this regression equation or variables that are not studied.

CONCLUSION

Based on the results of the research and discussion above, it can be concluded that the principal's leadership has a positive and significant effect on student learning motivation in Junior High Schools in Meureubo District. Teacher personality competency has a positive and significant effect on student learning motivation in Junior High Schools in Meureubo District. Principal leadership and teacher personality competency have a positive and significant effect on student learning motivation in Junior High Schools in Meureubo District. The model of student learning motivation structure in Junior High Schools in Meureubo District can be improved through efforts to improve principal leadership. Likewise, teacher personality competency includes moral, emotional, and spiritual maturity, as well as self-development through reflection habits and student-centered orientation.

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